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ABSTRACT

According to the latest federal guidelines, all projects requesting funding must include the following program features: a systematic plan to eliminate existing sex bias and sex-role stereotyping and to avoid introducing these elements, a third-party objective evaluation of the program's learner benefits, and a strong emphasis on sex-fair guidance, counseling, placement, and followup services. Three articles that can help prepare educational leaders to deal with the federal guidelines include "The Role of the Responsible Leader in Developing Teacher-Prepared Research in Educational Technology," "The Role of the Responsible Leader in Evaluation Based Upon Counting Learner Benefits," and "D.O.E.S.--Decision-Oriented Evaluation Systems." According to these articles, three concerns emerge for responsible leaders: programs should be cost-effective, programs should be modularized, and programs should be transportable. The responsible leader provides input that stresses the values of these three program attributes. A Decision-Oriented Evaluation System (D.O.E.S.) looks at these three criteria as important yardsticks for measuring the success of any program. (Author/JG)

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TITLE IX,
SEX-ROLE STEREOTYPING,
SEX-FAIR GUIDANCE, and
THIRD-PARTY OBJECTIVE EVALUATION

AND

THE ROLE OF THE RESPONSIBLE LEADER

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Required Program Features

A quiet announcement on page 52963 of the FEDERAL REGISTER, Volume 40, Number 220, Thursday, November 13, 1975 has provided three specific concerns for responsible leaders.

First, an examination of the three required program features is presented below. Second, an examination of the three concerns for responsible leaders is annexed.

Three Program Features:

According to the latest Federal guidelines cited above, the operational setting of all projects requesting funding must include all of the following three program features:

1. A systematic plan to eliminate existing sex bias and sex-role stereotyping and to avoid introducing these elements into the activities undertaken with respect to the demonstration project.

2. A third-party objective evaluation, the design of which is an attempt to measure student outcomes against the stated objectives of the project as well as gather process and treatment information as will show reason why the project was or was not successful in achieving the desired outcomes for the designated population for student participants.

3. A strong emphasis on sex-fair guidance, counseling, placement, and follow-up services.

Implications for Responsible Leaders

Any leader who has read the following three articles is prepared for the above Federal guidelines:

THE ROLE OF THE RESPONSIBLE LEADER IN DEVELOPING TEACHER-PREPARED RESEARCH IN EDUCATIONAL TECHNOLOGY

THE ROLE OF THE RESPONSIBLE LEADER IN EVALUATION BASED UPON COUNTING LEARNER BENEFITS

D.O.E.S. -- DECISION-ORIENTED EVALUATION SYSTEMS

Each of these important articles can be summed up in a short paragraph stresssing their importance for responsible leaders making use of decision-oriented evaluation systems.

Teacher-Prepared Research

The role of the responsible leader is to identify competencies in other members of the team in such a way as to delegate highly specialized tasks appropriately. In addition to choosing the right person for the right job, the responsible leader monitors and coordinates the work of those specialists working on the same team for commonly agreed upon objectives. A leader as opposed to an authoritarian "boss" is able to be a specialist in working with specialists both formally by authority and informally by professional contacts. As a college or university president, the leader is able to decide what should be done on campus and what should be done off campus. As a school district superintendent, the leader is able to decide what should be done in the district and what should be done outside of the district. As a chief administrator of a local institution, the leader is able to decide what should be done by available staff and what should be done by outside consultants. Cognitively, the leader looks at the big picture. Practically, the leader makes a plan and sticks to it. Affectively, the leader continuously gathers information that can lead to serious and deliberate revisions of the plan, even though the plan will not be changed until "next" year. For example, teacher-prepared research is an example of one way the leader can multiply personal effectiveness through teamwork.

Counting Learner Benefits

Semantically speaking, the term learner benefits is acceptable. Practically speaking, there is hardly any excuse to explain the absence of student benefits that an experienced and responsible leader hasn't heard. This leads many leaders to conclude that you only get what you expect if you inspect what people are doing to give what you expect. For example, when the desired expectation is learner benefits, the best way to achieve this success is to stick to the learner benefit plan and inspect learner benefits frequently. The almost magical results of success following frequent inquiries for evidence of this specific objective are not based upon magic, but upon sound leadership psychology. The leader who has enough discipline to aim at one target long enough to achieve results and enough creativity to search for documentation of results in a variety of sources is in a position to succeed where others fail. The leader that inquiries about the learner benefits behind every piece of teacher-prepared research is going to be flooded with a wide variety of learner benefits documented from an equally extensive array of evidence.

Decision-Oriented Evaluation Systems

Implicitly, every evaluation questionnaire and every evaluation system is oriented toward decision-making. Explicitly, this orientation is not always immediately evident to outsiders. The way to bridge the gap between implicit and explicit anticipations is through careful delineation of which decisions will be made with which information. As simplictic as it is, an appropriate way to begin is with a two column analysis: one column for decisions to be made and the other column for appropriate decision-making information. The next step is to go beyond such a simplictic itemization to a more profound analysis both of decisions to be made and of appropriate available sources of information. The responsible leader using a decision-oriented evaluation system is on top of most problems without having to become unnecessarily involved in details that are more properly the domain of staff specialists.

Program Feature #1

Any systematic plan to eliminate existing sex bias and sex-stereotyping and to avoid introducing these elements into the activities undertaken with respect to a particular project or institutional policies requires careful consideration.

It must be stated that obvious violations of the law are easily identified and stopped. After all, the judicial process is open to public inspection. If a law declares a specific activity or practice illegal, the law publicly proclaims this decision for all to learn about, respect, and implement.

Other difficulties arise from 4 principles of common sense and common law:

Principle 1:

An individual or institution is innocent until proven guilty.

Principle 2:

A scrupulous and legalistic observance of the LETTER of the law is never accepted as an excuse for violating the SPIRIT of the law.

Principle 3:

Perceptions vary from individual to individual, from group to group, from institution to institution, and from one geographical location to another.

Principle 4:

Unilateral communication, that is from the boss downward, is no substitute for two-way communication and interaction between administration and staff.

A Faulty Model for the Elimination of Bias

It is not unusual for an institution to send out a long and lengthy questionnaire to all members. This questionnaire typically asks for data, numbers, short answers, identification items, credentials, personal aspirations, and a number of opinions. Such questionnaires take a large amount of time to tabulate. Once the tabulation is in, the typical administrator finds out that only 10 to 20 percent of the data can be used for effective decision-making.

Whenever confronted with such a mountain of undigestible data, the reaction of the typical administrator is to call together a small committee to come up with a consensus. On the basis for this consensus, such things as hiring practices are determined.

For example, a recent search committee came up with the following decisions after surveying all the members of the institution:

1. The number of applicants for positions should bear some relationship to the size of the yearly remuneration. Thus, the following two columns show the number of candidates required for a position with a specific salary.

Number of Candidates Required	Salary for the Position
500	$30,000
250	25,000
150	20,000
75	15,000

2. All of the above candidates must submit three letters of recommendation. Any candidate who does not submit three letters of recommendation will not be considered in the next step of screening.

3. No collect phone calls will be accepted from any of the above candidates even when the individual making the call is clearly identified as one of the legal candidates with credentials that have been received by the institution.

4. Any time an individual candidate makes a phone call inquiry about the individual's candidacy or status of consideration, the phone call is referred to a member of the secretarial staff rather than treated by the members of the search committee.

5. Any inquiry over the phone or by letter referring to the exact salary range of a position will be answered with the non-commital statement, "the salary is competitive." Under no circumstances will a specific figure be given.

6. The above pools of 500, 250, 150, or 75 candidates will be reduced to 20 candidates by screening before an intensive scrutiny is performed by the search committee.

7. The search committee will screen the preceding group of 20 candidates down to 8 individuals who will be interviewed.

8. The 8 individuals to be interviewed will travel to the interview at their own expense.

Program Feature #2

Any 3rd-party objective evaluation designed to measure student outcomes against the stated objectives as well as gather process and treatment information needs to show reason why a particular effort was or was not successful in achieving the DESIRED OUTCOMES for the DESIGNATED POPULATION of student participants. It must be stated that 3rd-party evaluation is no panacea or cure-all. Third-party evaluation prevents the distortions that arise when the same individual or group is simultaneously planner, funder, initiator, performer, judge, jury, and lawyer.

Certain principles of scientific measurement apply to all evaluation including 3rd-party observation:

Principle 1

Measurable process objectives must be developed.

Principle 2

A management plan must be developed which links these selected program priority areas and other program features to:

The process objectives
The human and financial resources to be applied
The specific student outcome objectives anticipated

This linkage is necessary to provide an explanation for success or failure in achieving the desired STUDENT OUTCOMES in terms of the PROCESSES USED or RESOURCES APPLIED.

Principle 3

In documenting learner benefits, it is necessary that an adequate sample of young people be included in the evaluation so that the results may be GENERALIZED and PREDICTED for other COMPARABLE student populations given the same educational experiences.

Principle 4

In order to translate LEARNER BENEFITS into LEARNER GAINS, an evaluation design must be developed that furnishes reasonable evidence that gains or improvements documented can be attributed to the educational and career experiences provided to young people and students.

This means isolating out other factors impacting on the learners at the same time. Among these other factors, attention should be given to:

Normal maturation
Regular educational processes
Media exposure
Previous year's scores
Previous year's gains
National norms
Hawthorne effects
Motivational effects
Teacher enthusiasm
Accessible technology

In other words, even when documented learner benefits are present, these learner gains may be due to other sources than those allegedly cited.

Program Feature #3

A strong emphasis on sex-fair guidance, counseling, placement, and follow-up services is an integral part of any worthwhile educational endeavor.

It must be stated that group consensus among a group of faculty members is incomplete unless such consensus has been achieved in light of existing legal decisions, cases under litigation, and commonly accepted guidelines of equal opportunity and affirmative action.

A few easy to understand, but sometimes difficult to apply principles of career development can be recalled here:

Principle 1

Both GRADUATES and DROPOUTS should receive successful placement and followup.

Principle 2

Successful placement may be considered the enrollment and progress of the young person in:

A CETA (Comprehensive Employment and Training Act) program
A secondary occupational program
A post-secondary occupational program
A four-year college
A job for which training has been provided
Some other situation expressed by the young person as a desired goal

Three Concerns for Responsible Leaders:

According to the articles summarized on teacher-prepared research, counting learner benefits, and decision-oriented evaluation systems, three concerns emerge for responsible leaders:

1. Programs should be cost-effective

2. Programs should be modularized

3. Programs should be transportable

The responsible leader realizes that programs do not become cost-effective, modularized, or transportable if left to chance. From the very conception of a program, the leader provides valuable input that stresses the values of these three above mentioned program attributes.

A cost-effective program is both possible and appealing in the 1970's and its climate of slow economic growth in the mist of high inflation and high unemployment.

A modularized program can be imitated in whole or in part according to the individual needs of different geographical locality.

A transportable program can be started elsewhere without unnecessary expense and time being dedicated to overcoming difficulties that have been resolved elsewhere.

A decision oriented evaluation system (D.O.E.S.) looks at the above three criteria as important yardsticks with which to measure the success of any program. If the program can measure up to these three requirements, the program is ready and able to be used elsewhere for maximum learner benefit.